

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

COURSE INTRODUCTION:

Third grade students will be confident and fluent readers who make meaning of what they read. They will be able to problem solve in unfamiliar texts and read with expression. They will acquire and use grade-appropriate conversational, general academic, and domain-specific words. They will read and write on a range of topics and in a variety of genres. Students will engage in the writing process to produce finished pieces with emphasis on communicating a clear and concise message while integrating craft and conventions. They will participate in collaborative discussions, conduct basic research utilizing technology and present on topics supported by evidence.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

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<p>UNIT Description:</p> <p>Mapping Our Way Around Missouri</p> <p>Unit Introduction: The students and their teacher will be studying Missouri and the surrounding states (Iowa, Illinois, Kentucky, Tennessee, Arkansas, Oklahoma, Kansas, and Nebraska) to gain information, compare the states, and show their conclusions in a presentation at the end of the unit. They will research, collect facts, write an opinion paper about their favorite state, read a biography of a famous person from the state, and make an oral and written presentation on that state.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divim</p>	<p>SUGGESTED UNIT TIMELINE: 4 – 6 weeks</p> <p>CLASS PERIOD (30 min.): 5 per week in social studies time as well as some time in the literacy block in week 3 for biography reading and opinion paper revision. (See Mapping Our Way Around Missouri Tentative Plan for more detailed information on scheduling.)</p>
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DESE Model Curriculum

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prove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf . Resources based on the Universal Design for Learning principles are available at www.cast.org . Provide Feedback						
ESSENTIAL QUESTIONS:						
1. How does where you live determine what your life is like? 2. What is it like to live in Missouri or in any of the states surrounding Missouri?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Ask and answer questions about the states and their peoples to show understanding, referring specifically to the texts as a basis for the answers.		R.1.H.3.a R.1.H.3.b R.1.H.3.c R.1.H.3.d R.1.H.3.f R.1.H.3.g R.1.H.3.h R.1.H.3.i R.3.C.3.a R.3.C.3.b R.3.C.3.c R.3.C.3.d	1.5 1.6 3.5	RI.3.1		1 2 3

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

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		R.3.C.3.e R.3.C.3.f R.3.C.3.g R.3.C.3.h R.3.C.3.i R.3.C.3.j				
2. Determine the main idea of a text on a state and explain how the key details support the main idea.		R.1.H.3.b R.1.H.2.d	1.5 1.6 3.5	RI.3.2		2 3
3. Use research and library tools to find information about states and their people.		R.3.A.3	1.6 1.8 2.4 3.5	RI.3.5		1 2
4. Compare and contrast the most important points and details presented in two texts on the topic of the states and their people.		R.1.H.3.b R.1.I.3.a	1.5 1.6 3.5	RI.3.9		2

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

5. Read and comprehend informational texts about the states and their people.		R.1.D.3.a R.1.D.3.b R.1.H.3.a	1.5 1.6 3.5	RI.3.10		1 2
6. Decode and comprehend on-level text with purpose, accuracy, rate, fluency, expression and comprehension while using meaning to self-correct word recognition.		R.1.D.3.b R.1.F.3.d R.1.D.3.a R.1.G.3.b R.1.C.3	1.5 1.6 3.5	RF.3.3.a RF.3.3.b RF.3.3.c RF.3.3.d RF.3.4.a RF.3.4.b RF.3.4.c		1 2
7. Write a report on favorite state, using an introduction, details, linking words, and a conclusion.		W.3.A.3.a W.2.A.3.a W.2.A.3.b W.2.D.3	1.8 2.1 2.2	W.3.2.a W.3.2.b W.3.2.c W.3.2.d		3
8. Write an opinion piece on favorite state supporting the point of view with reasons, using an introduction, support with evidence, linking words, and a conclusion.		W.3.A.3.a W.2.A.3.a W.2.A.3.b W.2.C.3.a W.2.B.3.a W.2.B.3.b	1.8 2.1	W.3.1.a W.3.1.b W.3.1.c W.3.1.d		3
9. With guidance from teacher, produce an opinion paper that compares states and selects a favorite.		W.2.A.3.a W.2.A.3.b	2.1	W.3.4		2 3

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

10. Conduct short research projects that build knowledge about the states and their people.		W.3.A.3.a	1.1 1.2 1.4 1.6 1.8 2.1 2.2	W.3.7		1 2
11. Gather information from print and digital sources and sort it into provided categories.			1.2 1.4 1.8 2.1	W.3.8		1 2
12. Write an opinion paper and a report after research on the states of Missouri and those surrounding it as a part of the writing done throughout the year..		W.1.A.3.a W.1.A.3.b W.1.A.3.c W.1.A.3.d W.1.A.3.e W.2.A.3.a W.2.A.3.b W.3.A.3.a	1.8 2.1 2.2	W.3.10		3
13. Engage in small group conversations on information gathered about the states to express ideas and get information from peers.		L.1.B.3 R.1.H.3.d L.2.A.1		SL.3.1.a SL.3.1.b SL.3.1.c SL.3.1.d		2 3

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

14. Report on a state with appropriate facts and relevant details, speaking clearly at an understandable pace.		<u>L.2.A.3</u> <u>R.1.H.2.d</u>	1.5 1.6	SL.3.4		2 3
15. Adapt speech to the presentation of favorite state information when speaking to the class or a wider audience.		<u> </u>	1.5	SL.3.6		2
16. Use correct spelling in writing the report about the favorite state.		<u>W.2.E.2.e</u>	1.5	L.3.2.f		2
17. Acquire and use accurately academic and domain-specific words used in the unit.		R.1.E.3.a R.1.E.3.b R.1.E.3.c R.1.E.3.d <u>R.1.E.3.e</u>	1.5 1.6	L.3.6		2
18. Locate and identify the states bordering Missouri on a map.		<u>R.3.A.3</u>	1.4 1.5			1
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)						
1. ASSESSMENT DESCRIPTIONS* Formative After pre-research mini-lesson(s), students will be assessed on their research skills						

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

- use of text features and search tools, graphic organizers and notes. (**Teacher observation** and teacher questions)
- 2. **ASSESSMENT DESCRIPTIONS* Formative** During research, students will be assessed on comprehension of what they have collected – quick fact checking questions. (**Teacher questions determined by what the students are researching**)
- 3. **ASSESSMENT DESCRIPTIONS* Formative** After research, students will be assessed on the work they did. (**Grade 3 Research Checklist and Rubric**)
- 4. **ASSESSMENT DESCRIPTIONS* Formative** After map skills mini-lesson(s), students will be assessed on reading a Missouri map and maps for surrounding states for important features. (**Classroom map activities materials questions or use Map Skills Sample Questions**)
- 5. **ASSESSMENT DESCRIPTIONS* Formative** After mini-lesson(s) in the genre of opinion papers, students will be assessed on their ability to organize and create an opinion paper. (**Grade 3 Opinion Paper Checklist and Rubric**)
- 6. **ASSESSMENT DESCRIPTIONS* Formative** During peer collaboration, students will be assessed on their ability to work with others. (**Grade 3 Teamwork Checklist and Rubric**)
- 7. **ASSESSMENT DESCRIPTIONS* Formative** During the reading of their chosen biography, students will be assessed on main ideas and supporting details by peers and self in a journal format. (**Teacher observation and reading of journal, peer discussion of ideas recorded**)
- 8. **ASSESSMENT DESCRIPTIONS* Formative** After pre-report mini-lesson(s), students will be assessed on the process and product of their report and presentation. (**Grade 3 Final Project Checklist and Rubric – Use Checklist part here**)
- 9. **ASSESSMENT DESCRIPTIONS* Formative** During the entire unit, the essential questions will be used as discussion points and formative assessments. (**Teacher-led discussions**)
- 10. **ASSESSMENT DESCRIPTIONS* Formative** At any point in the unit where instruction on academic and domain-specific vocabulary has taken place, assessment will be a combination of running records, teacher observation, oral questions, short class quizzes or exit slips to assess student knowledge of the words studied and on reading accuracy, rate, expression, and fluency.

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

<p>1. ASSESSMENT DESCRIPTIONS* Summative Students will be assessed on a comprehension test concerning the information they gathered, vocabulary and conclusions they can draw from it. As part of the test, there will be a reading comprehension test with a cold passage about a state. (Grade 3 Final Test)</p> <p>2. ASSESSMENT DESCRIPTIONS* Summative Students will be assessed with an individual report and its presentation. (Grade 3 Final Project Checklist and Rubric – Use Rubric part here.)</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
<p>Obj. # 3 10 17</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p>1. Teacher will utilize various whole or small group mini-lessons in research processes. Examples of mini-lessons might include: paraphrasing of factual information, note taking, identifying sources, ways to search for information, and use of graphic organizers. Appropriate vocabulary instruction on academic and domain specific words connected to the research process will be included in this step.</p>
<p>4 17</p>	<p>2. Teacher will utilize whole or small group mini-lessons on compare/contrast. The information will be collected in individual compare/contrast graphic organizers in student journals as well as on class charts. Particular attention should be paid to the concept of parallelism, in that information is found in the same category for two states to allow comparison (state capital of one and state capital of the other, largest river, etc.) (See Bibliography for graphic organizer suggestions.) Appropriate vocabulary instruction on academic and domain specific words connected to the process of comparison and use of graphic organizers will be included in this step.</p>
<p>1 3 4 5 6 10</p>	<p>3. Teacher will facilitate the collection of facts via class charts for each state. The teacher will model starting the T charts with known characteristics for Missouri (state capital, large city names, favorite sports, etc.) Then as students research the surrounding states, the teacher will help students add information to the classroom charts.</p>
<p>15 6</p>	<p>4. Teacher will facilitate as students follow directions to complete a state-related craft project. (See Bibliography for books for craft directions or design simple craft projects showing off a characteristic of a state. One example</p>

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

	for Missouri would be a model of the Gateway Arch and one for Arkansas might be drawing a razorback hog.)
1 3 5 6 17 18	5. Using maps of Missouri and the surrounding states, the teacher will conduct appropriate whole or small group mini-lessons in map skills needed for investigation. Classroom materials for map skills instruction should be used when possible. Examples of mini-lessons needed by various classes might include: use of the distance scale, directionality, identification of landmarks and tourist attractions, and use of land for rural and urban purposes. Teacher will facilitate small group work when students create maps as application of the map study. These maps can be free-drawn or from prepared outlines and should be completed with natural features and important landmarks learned in the study. Appropriate vocabulary instruction on academic and domain specific words connected to map study will be included in this step.
1 13 4	6. Teacher will facilitate student collaboration in the process of analyzing the facts gathered from previous research to make comparisons. As the facts are gathered, classroom and small group discussion will be used to see similarities and differences between and among the states.
2	7. Teacher will utilize various whole or small group mini-lessons on main idea and supporting details in a biography and will model finding those points in a read-aloud biography or other state-related book.
8 9 17	8. Teacher will utilize various whole or small group mini-lessons on the opinion papers and will facilitate as students create and revise an opinion paper about the state of their choice. Examples of mini-lessons might include: organizational structure of opinion papers, the use of linking words, revision , editing . Appropriate vocabulary instruction on academic and domain specific words connected to the opinion/argument writing genre, revision, and editing will be included in this step.
1 2 5 6 13 17	9. Teacher will provide appropriate biography choices for the students, depending on their interests and understanding levels. Teachers will facilitate literature-based discussion groups as students discuss what they are reading with peers. Students will self assess their knowledge of the main ideas and supporting details in their texts. Teachers will schedule individual conferencing with students and will assess their understanding of main idea and supporting details in biography through those conversations and the students' journals. Teachers will assess accuracy, fluency, rate and expression with a running record and scoring guide. If biographies available are too difficult for some students, then scaffolded reading aids (audio recordings, adult read-aloud, etc.) can be used to supplement the independent reading completed by other students. To ensure appropriate

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

	<p>rigor in selections made for grade 3, teachers should refer to Appendix A of the Core Academic Standards Pages 4-16 and select books according to the three part model described in the Appendix. Appropriate vocabulary instruction on academic and domain specific words connected to the biographies will be included in this step.</p>
<p>7 11 14 15 16 17</p>	<p>10. Teacher will utilize various whole or small group mini-lessons on presentations and will facilitate the creation of presentations by the students, assisting them as needed. Teachers will assign the report and visual display to be completed by each student. Examples of mini-lessons might include: organizational structure for informative reports, review of spelling skills and those of sentence completion, and oral presentation skills. Appropriate vocabulary instruction on academic and domain specific words connected to oral and visual presentations will be included in this step.</p>
<p>Obj. # 1 3 4 5 6 10 17</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <p>1. Students will research the individual states in print and digital resources, comparing the states in terms of geography and habitat. They will independently read informational texts concerning the states and complete graphic organizers to organize their facts. They will self assess their research process on a checklist. They will learn academic and domain-specific vocabulary connected to research.</p>
<p>1 4 17</p>	<p>2. Students will compare information about the individual states and their peoples from a variety of texts. They will organize their facts on their own compare/contrast charts as well as adding information to class charts. They will learn academic and domain-specific vocabulary connected to the comparison process and their states.</p>
<p>1 5 6</p>	<p>3. Students will complete a state-related craft project to demonstrate their ability to follow directions as well as a springboard to further research on a state topic of their interest. (See Instructional Strategies #4 and Bibliography for suggestions.)</p>
<p>1 4 17</p>	<p>4. Students will study maps, using location skills and map keys to identify important features of the states of Missouri and those surrounding Missouri. In their small groups, they will create maps to show the important features of the states they are studying. They will focus on directionality, scale of distance, identification of</p>

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

18	landmarks and tourist destinations, and land use for rural and urban purposes. They will learn academic and domain-specific vocabulary connected to their map study.
1 4 13	5. Students will collaborate with peers in small groups as they compare and contrast the states studied and analyze the similarities and differences for importance. They will self and peer assess their ability to collaborate effectively.
8 9 17	6. Students will create an opinion paper describing their favorite state, giving evidence for their choice. They will self assess on a checklist for opinion papers. They will learn academic and domain-specific vocabulary connected to the opinion/argument writing genre, revision and editing.
1 2 5 6 13	7. Students will choose a biography of an important person from their chosen state and will read it for main idea and supporting details, using their journal to keep track of main ideas and details in the texts. They will collaborate in their literature-based discussion groups , using their journal as a method of self and peer assessment of their understanding. They will participate in individual conferencing with the teacher to assess their understanding of main idea and supporting details. They will learn academic and domain-specific vocabulary connected to their biography study.
1 7 14 15 17 18	8. Students will create and present a collection of information showcasing their investigation into one of the states surrounding Missouri. This collection will contain an informative report and several visual aids of their choice. They will self assess on a checklist for the various parts of the presentation. They will learn academic and domain-specific vocabulary connected to oral and visual presentations.
UNIT RESOURCES: (include internet addresses for linking) Print Resources – Books for Student Reading: A series of alphabet books for individual states from Sleeping Bear Press www.sleepingbearpress.com 1. Langton, Bruce. V is for Volunteer: a Tennessee Alphabet. 2001	

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

2. Pierce, Patricia. H is for Hawkeye: an Iowa Alphabet. 2003
3. Riehle, Mary Ann. B is for Bluegrass: a Kentucky Alphabet. 2002
4. Shepard, Rajean Luebs. C is for Cornhusker: a Nebraska Alphabet. 2004
5. Shoulders, Michael. N is for Natural State: an Arkansas Alphabet. 2003
6. Sollian, Devin. S is for Sooner: an Oklahoma Alphabet. 2003
7. Sollian, Devin. S is For Sunflower: a Kansas Alphabet. 2004
8. Warjin, Kathy-jo. L is for Lincoln: an Illinois Alphabet. 2002
9. Young, Judy. S is for Show Me: a Missouri Alphabet. 2001

A series of informational books about individual states from Capstone Press www.capstone-press.com

10. Deady, Kathleen. Kentucky Facts and Symbols. 2003
11. Feeney, Kathy. Tennessee Facts and Symbols. 2004
12. Gibson, Karen Bush. Oklahoma Facts and Symbols. 2003
13. Kule, Elaine. Arkansas Facts and Symbols. 2003
14. Kule, Elaine. Iowa Facts and Symbols. 2003
15. McAuliffe, Emily. Illinois Facts and Symbols. 2003
16. McAuliffe, Emily. Nebraska Facts and Symbols. 2003

A series of **craft** activity books for individual states from Enslow Publishers www.enslow.com

17. Ponte, June. Fun and Simple Great Lakes State Crafts: Michigan, Ohio, Indiana, Illinois, Wisconsin, and Minnesota. 2009

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

18. Ponte, June. Fun and Simple Midwestern state Crafts: North Dakota, South Dakota, Nebraska, Iowa, Missouri, and Kansas. 2009

19. Ponte, June. Fun and Simple Southern State Crafts: Kentucky, Tennessee, Alabama, Mississippi, Louisiana, and Arkansas. 2009

A series of informational pocket books about individual states from Gallopade International www.gallopade.com

20. Marsh, Carole. My First Pocket Guide: Arkansas.

21. Marsh, Carole. My First Pocket Guide: Illinois.

22. Marsh, Carole. My First Pocket Guide: Iowa.

23. Marsh, Carole. My First Pocket Guide: Kansas.

24. Marsh, Carole. My First Pocket Guide. : Kentucky.

25. Marsh, Carole. My First Pocket Guide: Missouri. 2001

26. Marsh, Carole. My First Pocket Guide: Nebraska.

27. Marsh, Carole. My First Pocket Guide: Oklahoma.

28. Marsh, Carole. My First Pocket Guide: Tennessee.

A series of informational books about individual states from Heinemann Publishing www.heinemannclassroom.com

29. Aki, Michelle. Uniquely Kentucky. 2004

30. Anderson, Reuben. Uniquely Oklahoma. 2005

31. Bograd, Larry. Uniquely Kansas. 2005

32. Dougan, Michael. Uniquely Arkansas. 2004

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

33. Horton, Loren. Uniquely Iowa. 2005
34. McClellan, Adam. Uniquely Tennessee. 2004
35. Opat, Jamie Stockman. Uniquely Nebraska. 2005
36. Owens, Lisa. Uniquely Missouri. 2004
37. Santella, Andrew. Uniquely Illinois. 2008

Read-Aloud Books:

38. This category can be very wide, depending on the state being researched. For Arkansas, there is a series of books about battles in the state during the Civil war (Marlow, Herb. The Guns of Devil's Den. 2001) and in Missouri, a homesteading book (Cook, Olive Rambo. Trails to Poosey. 1986). Many other choices can be found for books that are set in specific states, even if these books may not be suitable for students to read independently.

Print Resources: Brochures, maps, etc.

39. www.usa.gov/Citizen/Topics/GTravel-Tourism.shtml Site to find individual states' tourism departments for free materials
40. www.theus50.com Site to find the addresses of each state's tourism bureau
41. www.studiesweekly.com Site to find a social studies classroom newspaper with special supplements for individual states
42. www.arkansasheritage.com Site to find map lessons and teacher materials for Arkansas and surrounding states
43. Many states have a child-friendly part of their tourist website. That would be another resource as information is needed for the unit's study.

Internet Resources: Videos

44. YouTube. Fifty Nifty

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

Course Code: ELA

45. YouTube: Longitude/Latitude

46. YouTube. Wakko's 50 State Capitals

Internet Resources: Teacher sites

47. A good site for graphic organizers to facilitate this work is www.internet4classrooms.com

48. All Around the School Yard. www.classroom,jc-schools.net/SS-units/maps.htm

49. Map Adventures www.guilford.k12.mo.us

50. Lists of famous people from individual states www.wikipedia.org This can be used as a springboard to find biographies connected to the interests of the students.

Examples of important people who lived in Missouri could include: Laura Ingalls Wilder, Mark Twain, Thomas Hart Benton, Stan Musial, Albert Pujols, Charles Lindbergh, Adolphus Busch, William Danforth, J.C. Penney, Frank and Jesse James, Walter Cronkite, Harry Truman, Walt Disney.

Examples for Arkansas could include Maya Angelou, Scotty Pipin, Mary Steen Burger, Glen Campbell, and Johnny Cash. This list would be different depending on the state chosen by the student for emphasis. The teacher may want to limit the list of possible biographies to study dependent on district resources, suitability for the student, and time available for the study.

51. www.encyclopediaofarkansas.net Site that has many articles on Arkansas history and culture. This exact site does not exist for the other states, but similar results can be obtained with Google searches.

52. The file **Mapping Our Way Around Missouri Tentative Plan** offers suggestions as to the order of the components of the unit and how to organize them within the classroom day/week.

53. www.scholastic.com Website on how to assess with a running record.

DESE Model Curriculum

Grade Level/Unit Title: 3/ Mapping Our Way Around Missouri

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